

THE USE OF CAKE APPLICATION TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA NEGERI 9 NORTH HALMAHERA

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui Kemampuan Siswa dalam Membaca di SMA Negeri 9 Halut. Penelitian ini menggunakan kualitatif metod dengan jumlah siswa 20 orang. Pengumpulan data dilakukan dengan pre-test dan post-test dalam bentuk pilihan ganda. Hasil penelitian menunjukkan bahwa siswa memperoleh hasil sangat buruk (*very poor*) dalam pre-test. Dapat dilihat dari rata-rata nilai yaitu 47 dari 20 siswa dan di post-test siswa memperoleh *sufficient* dengan nilai rata-rata 70 dari 20 siswa. Untuk nilai maksimum pre-test siswa memperoleh nilai sangat buruk dengan nilai 47 dan pada post-test siswa memperoleh *sufficient* dengan nilai 70 dari 20 siswa. Maksimum nilai siswa memperoleh *sufficient* dengan IQi 60 dan pada post-test 80 dari 20 siswa. Standar deviasi siswa memperoleh 10,5 pada pre-test dan 8,1 pada post-test dari 20 siswa. Akhirnya variasi pre-test siswa yaitu 67 dan post-test 112,2 dari 20 siswa.

Kata Kunci: *Cake App, meningkatkan, membaca, memahami*

Abstract

The purpose of this research is to find out the ability of students in reading at SMA Negeri 9 Halut. This study used a qualitative method with 20 students. Data collection was carried out by pre-test and post-test in the form of multiple choices. The results showed that students obtained very poor results (*very poor*) in the pre-test. It can be seen from the average score of 47 out of 20 students and in the post-test students obtained *sufficient* with an average score of 70 out of 20 students. For grades the maximum pre-test students get very bad scores with a score of 47 and in the post-test students get *sufficient* with a score of 70 out of 20 students. 10.5 in the pre-test and 8.1 in the post-test of 20 students. Finally, the variation in the pre-test of students was 67 and the post-test was 112.2 of 20 students.

Keywords: *Cake Application, improve, reading, comprehension*

INTRODUCTION

The basic skill of reading is a very important skill like speaking, writing, and listening. As students are also required to understand how to read and analyze reading material in order to achieve better results in the learning process that occurs in class. Reading activities must be carried out to absorb information from all sources that can be read or other sources. This active process is known as recognition and understanding skills. If a student reads a lot and spends a lot of time in reading activities and anything else well, of course he will have a lot of knowledge and add insight. Reading will enable students to improve their vocabulary and writing skills. A student with low reading ability will experience many difficulties in many ways and this is the biggest problem. In addition, students will feel inferior in adjusting to the learning environment they experience. Conversely, a good teacher must be more skilled in mastering grammar and understanding vocabulary well. Teaching reading is very important to build students' abilities and knowledge comprehensively.

Students are expected to be able to understand a text by expressing their feelings, ideas, and opinions when they are in a group that is learning to teach, but in reality it is not difficult for students to express their feelings, ideas, and opinions when discussing something in teaching. The number of students is limited in mastering comprehension. Reading is caused by many factors, internal and external factors. Internal factors are motivation, interest, word recognition, and others. External factors are the environment, facilities, media, including teaching strategies. Strategy can lead to low students' ability in reading comprehension, because a good strategy can affect students' ability to read.

Students will more easily understand a text well as long as it is studied. Teaching reading comprehension is that students are expected to be able to use and understand the text well so that students can generate new ideas from what they have learned. Students can also know well the purpose of the text in reading a book. In addition, students are expected to be able to explore and understand what information they get after reading books..

Reading is interpreted as a form of information between the reader and the writer where the reader knows what the writer means and vice versa. It is very important to understand the reading because it will help students to find information about general knowledge or subjects at school. Many books are written in various languages, especially English. Since students study in elementary school to senior high school, they have been taught English as listed in the curriculum. Researchers in this case do not use the cake application alone to improve students' reading competence because it can include other supporting skills. In addition, the media is one of the factors that determine the success of the process of teaching and learning English. Media is also a tool to increase the effectiveness of teaching English. This will make it easier for students to understand the meaning of language rather than just using reading tools.

Reading Comprehension Strategies

To improve reading skills, students should practice reading more and use appropriate strategies for learning. Students' ability to understand the text depends on the ability to use strategies in understanding what the author wants. Strategies in understanding the text they read according to Nuttal (1982) are divided into four types, namely skimming, scanning, and extensive and intensive reading.

Skimming

In reading, skimming is a useful skill to apply. According to Grellet (1999) skimming means reading by glancing at the text or glancing at words to get their true meaning. To get the meaning without reading every word in a text, skimming is used to build students' understanding to understand the main idea of the text before reading it carefully. Students can do skimming in several ways as is often done, such as reading titles or other titles and looking at pictures, reading the first and last paragraphs of the text (Steenburgh, 2009).

Scanning

Scanning means glancing quickly through text looking for specific pieces of information (Grellet, 1981). That is, scanning is the ability of students to read texts carefully to find various specific information needed such as numbers, dates, names, and so on to find information as a whole. For example, a student scans names in the phone's memory to find a phone number. Scanning helps readers find information easily without reading the entire text it contains.

Extensive Reading

According to Brown (2001), extensive reading is done to achieve a general understanding of a text. Long and Richards (1987) identified extensive reading as occurring when students have high reading interest such as ranking meaning, reading abstracts, without missing unknown words. So, the purpose of extensive reading is to build the reader's confidence and enjoyment. In extensive reading, students usually encounter longer texts. Readers need a complete understanding of the writing.

Intensive Reading

According to Macleod (2011), intensive reading exercises can cover the main ideas in detail, understand what is contained in the text, see the sequence of information, and how it affects the message, identify words that connect one idea with another, identify words that shows changes from one section to another and draws conclusions. Intensive reading is reading in detail. Especially shorter texts. A reader usually wants to get more accurate information.

Aprilia (2015) explains that the process of responding, interpreting the text being read, is closely related to the reader's initial knowledge. In interpreting the information, the reader connects the new knowledge obtained from the text with the knowledge he already knows. It is believed that relating to the reader's prior knowledge will make the reader remember new knowledge longer. Therefore, reading activity is an interaction between the mind of the reader and the text. In line with Spratt, The interaction activity between mind and text can be considered as an active process that involves the reader's background knowledge (Nur & Ahmad, 2017). Readers bring their knowledge of the world to understand the text. Their minds will move dynamically following the flow of ideas presented in the text. In understanding the idea, there are several processes that occur in the mind of the reader. The three types of reading processes that are often carried out are bottom-up, top-down, and interactive.

Whitten and Labby, (2016) argue that in a bottom-up manner, the reader recognizes from small units to the largest units. Readers begin to understand sound words as the basic understanding of most students. The recognition process starts from the word sound as a small unit of meaning.

They also explained that the top-down process is the opposite of the bottom-up process. In a top-down process, readers move from the general to the specific. Readers use their knowledge of the world and knowledge of language structure to recognize individual words. (Hermida, 2009) States that the interactive process is a combination of bottom-up and top-down processes. In this process, most readers follow a bottom-up process where readers recognize sound words first to become the basis for most understanding, but input from up-down will be the right reference.

Ahmadi (2012) says that the main function of this method is smaller text such as letters, words, phrases and sentences. Readers read all the words in a phrase, or sentence before understanding them. This model starts with decoding the smallest linguistic units, especially phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The background used by readers is about the information they find in the text. There are several difficulties in this model. One of its weaknesses is that the reader understands meaning when he describes linguistic units and understands the relationships between words.

The Top-down Model

Ahmadi (2012) states that reading is a "psycholinguistic guessing game" in which readers apply their previous knowledge to relate to the text with new information found in the text to understand it. Readers don't read every word of the text but they focus on identifying the next words. They try to guess the meaning of a word or phrase. Readers begin to imagine from the title of the reading text that allows them to limit the scope of their reading. Then they considered the message the writer wanted to convey and changed their hypothesis based on what they read in the text. Understanding starts with higher levels of information processing and progresses to lower levels of application.

Effective reading requires both top-down and bottom-up coding. L2 readers can use top-down reading to make up for deficiencies in bottom-up reading. To gain meaning, they apply schemata to make up for the lack of bottom-up knowledge. Ahmadi 2012, this model is based on information from various sources such as lexical, orthographic, syntax, semantic knowledge, and schemata. When the reader reads, the decoding process supports each other. If they don't understand the text, they have to apply their prior knowledge to study it. William.G and Fedricka L. Stoller.(2002), readers who rely on the top-down model use textual signs and infer their meaning but they have to make up for weaknesses in word identification and lack of effective bottom-up processing. This mode provides the most effective text processing. Teachers should find reading guides according to this model to improve L2 reading skills. The mutual teaching method is learning to read based on an interactive model, (involving four main reading strategies).

Cake Application

Cake is the latest popular Android mobile application developed by South Korea. This is an application to help people become better conversationalists. It gives people the confidence and skills to speak powerfully on stage, in public or in everyday life. Serving people listening to their records, it can be a lot of fun. This is the best app to learn to speak English. The use of this application to give us examples of words that will be very useful in everyday conversation (Batool, 2019). Cake English application that involves learning vocabulary, vocabulary matching picture games. Reading a picture story, fill in blank test can be applied at the pre-speaking, while-speaking, and post-speaking stages of English. Thus, learning vocabulary is suitable for the pre-speaking stage. Picture-vocabulary matching games can be implemented at the pre-speaking stage. Picture story reading can be done at the stage while talking and post-reading tests in the blanks suitable for post-reading.

RESEARH METODOLOGY

In this study, researchers used a quantitative descriptive method. Quantitative descriptive research method is a method that aims to create an objective picture or description of a situation using numbers, starting from data collection, interpretation of the data as well as the appearance and results (Arikunto, 2006). In this study, researchers were interested in using the Cake application to improve the reading skills of class II students at SMA Negeri 9 Halmahera Utara.

Technique of Data Collection

1. Pre-Test

Data collection techniques carried out in this study, researchers used pretest and posttest. The pretest was carried out before the treatment activities were carried out to determine students' understanding of the material that had not been taught. The posttest is carried out after the lecture activities are carried out to determine student understanding of the material that has been taught. In the pretest students are asked to answer a reading comprehension test in the form of multiple choice questions about narrative text based on the topics provided which consists of 15 items with four alternative choices and a time allocation of 90 minutes

2. Treatment

The treatment of using the Cake application to improve students' reading comprehension during six meetings at SMA Negeri 9 Halmahera Utara. The researcher gave the treatment six times. Researchers gave treatment to the experimental group using reading comprehension.

- a. Research asked students to read the text using the cake application;
- b. The material was given by the researcher to the students and then the students answered
- c. Researches provide opportunities for students to read the test using the Cake application on their mobile phones and how to get information by reading text through the Cake application.
- d. Research makes conclusions

3. Posttest

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The post test was carried out after students were given treatment, namely to find out students' reading abilities after being taught by using the cake application. Given after being given treatment to measure the effect of using the cake application on students' reading comprehension. In the posttest, students were also asked to answer a reading comprehension test in the form of multiple choice questions about narrative texts based on the topics provided which consisted of 15 items with four alternative choices and a time allocation of 90 minutes.

The Technique of Data Analysis

The data obtained were analyzed by the researcher who first collected texts in front of the

students. The two researchers analyzed using reading comprehension which consisted of determination questions, explicit information, implicit information, main ideas, making predictions, and interpretation. The collected data is entered into the table and then calculated to find the average. The results of the data analysis show how the cake application can be applied to improve students' reading skills at SMA Negeri 9 Halmahera Utara.

FINDING AND DISCUSSION

Findings

The comparison between the pre-test and post-test scores of students using the Cake English App is sufficient.

Table 1. Students Pre-Test and Post-Test Scores

No.	Respondent	Posttest	Pretest	D	D ²
				(X)	
1.	TYL	60	50	10	100
2.	NS	80	60	20	400
3.	RD	60	40	20	400
4.	HM	70	40	30	900
5.	DC	60	30	30	900
6.	DY	70	60	10	100
7.	PJM	80	40	40	1.600
8.	AS	80	40	40	1.600
9.	RQL	70	50	20	400
10.	FD	70	60	10	100
11	MA	80	40	40	1600
12	GM	60	40	20	400
13	NSH	60	40	20	400
14	G	80	40	40	1600
15	AMB	80	60	20	400
16	IM	80	60	20	400
17	HFF	70	60	10	100
18	NF	70	50	20	400
19	WH	70	50	20	400
20	NL	70	50	20	400
TOTAL		∑X=1420	∑Y= 960	∑D =460	∑D²12600
Average		71	48	23	630

The table above showed that the students have different results before and after teaching by us the caji application to improve students' reading comprehension at SMA Negeri 9 North Halmahera in the pre-test and post-test. It can be seen from the average of their score in the pre-test obtained 48 and the post-test was 71. Of the 20 students, most of the students can reach the minimum passing grade. The minimum passing grade that is used is 70.00. However, there are all students who can the students got an improvement on the using cake application improve students' reading comprehension at SMA Negeri 9 North Halmahera.

Discussion

The findings indicated that the students obtained very low pretest scores. This can be seen from their average score of 48 out of 20 students and on the posttest. Obtained a sufficient score of $sc < Q$ on average 71 out of 20 students. For the minimum score on the pretest, students get a very bad score on the pretest with a score of 30, as well as on the post-test students get an average score of 60 out of 20 students. The maximum number of students who get an average score is 60 and in the posttest

students who also get good grades are 80 out of 20 students. The students' standard deviation was 7.88 in the pre-test and 9.5 in the post-test with 20 students. In the pretest students get 62 and, in the posttest, students get 90.5. 3) The results showed that students got an increase in the use of the Cake application to improve students' reading comprehension at SMA Negeri 9 Halmahera Utara where the posttest showed an increase in score of 62, and the pretest obtained a score of 90.5. This means that testing the hypothesis shows that (H_1) is accepted while the hypothesis (H_0) is rejected. The researcher concluded that implementing the cake application could significantly improve students' reading comprehension at SMA Negeri 9 North Halmahera more effectively and improve students' reading skills.

The findings of this study have similar results and are in agreement with previous studies. The research findings show that teaching reading comprehension through the Cake English App is more effective and can improve students' reading comprehension. Fitria (2021) states, five advantages of the Cake English application, one of which is an interesting children's picture book reading application in improving students' English competence orally, vocabulary learning applications, math games, and vocabulary pictures, reading picture stories and filling out tests. blank in English cake application to the pre-speaking stage. Steenburgh, C. (2009) states the speaking stage and the post-speaking stage in elementary English classes and suggests ways of implementing the English cake application in class which aims to arouse students' interest in learning to speak English and then improve the oral English competence of elementary school students.

From the findings described above, the researcher sees that the use of the Cake English App in teaching reading comprehension to students has the benefit of helping students learn the language properly and correctly because using the Cake English App can make students happy with their lesson. Second, it can improve students' oral English competence appropriately. Finally, in order to gain proficiency in reading, children must develop two principal skills: the ability to quickly decode printed words and the ability to understand and construct meaning from language texts.

CONCLUSIONS

From the discussion and data presented above, the researcher concluded that before the researcher applied the cake application in reading students had a low ability to understand reading. This can be shown from the pretest conducted on students, it can be seen that most students get bad grades and after doing the treatment and then doing the posttest, the students' abilities have increased. This means that their ability to read through the cake application is very relevant and in accordance with its usability function.

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